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Curriculum Guideline for the
Intermediate Division

Guidance

1978

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Introduction

This guideline provides the framework for the planning and presentation of guidance services and programs for all students throughout each year of the Intermediate Division.

While it is recognized that organizational structures may vary due to local tradition or conditions, the program set out in this guideline becomes the responsibility of all educators involved with students at this stage of their development.

The program outline in each section is followed by suggested activities related to the topic and a resource list. Counsellors and teachers are urged to modify suggested activities to suit local conditions and specific student needs.

This guideline replaces the Intermediate Division section of *Curriculum I.3 and S.5, Guidance: Intermediate and Senior Divisions, 1968*.



Adolescent Needs

It is recognized that adolescence is a time of rapid change and that each adolescent has the potential to grow, to make decisions, and to accept responsibility for those decisions. The school has a prime responsibility to help adolescents meet their basic needs, among which are the following:

- the development of a positive and realistic self-concept;
- the achievement of emotional independence of parents and other adults;
- the development of a personal value system;
- the development of social relationships appropriate to their stage of development;
- an understanding of the broad range of future educational and career possibilities;
- the development of the ability to make rational decisions;
- the development of inquiry and problem-solving skills;
- an understanding and acceptance of their own sexuality as a component of their individuality, and the integration of this component into their total development;
- positive daily experiences in the school and in the community.

Guidance Services in the Intermediate Division

Guidance, as it is offered in the schools, is a process of helping students gain a better understanding of themselves in order for them to take advantage of their opportunities and meet their social responsibilities. The guidance process emphasizes educational and career planning, along with personal development, and gives students assistance in managing the many environmental forces and influences that they encounter.

The guidance program provided in the Intermediate Division should be integrated with the total school program and should permeate daily classroom activities in every subject; it must be the responsibility of the whole school and not exclusively that of guidance services personnel. As well, the guidance program must be co-ordinated as a team effort on the part of the school, the home, and the community.

Aims of Guidance

The guidance program in the Intermediate Division should provide opportunities for each student to:

- become aware of and assess personal goals, values, expectations, and aspirations;
- become aware of the importance of getting along with others and with oneself, and to consider steps that can be taken to develop abilities in this area;
- develop increased skills in personal decision-making and problem-solving;
- become aware of the information required for educational planning, with particular attention to the programs available in secondary schools;
- become aware of the wide variety of career opportunities available and the need for career planning;
- realize the importance of the wise use of leisure time, and to develop interests in leisure-time activities.

In addition, the guidance program in the Intermediate Division should provide opportunities for teachers to:

- extend their classroom-management techniques;
- improve working relationships with individual students;
- improve communication with parents;
- integrate the aims for students stated above with regular classroom activities.

The guidance program in the Intermediate Division should also provide opportunities for parents to:

- become aware of educational and emotional difficulties hampering student progress, and of resources that might provide assistance in such situations;

- learn about the wide variety of secondary school programs;
- obtain recommendations regarding the suitability of student choices from among these programs;
- become aware of local parent-education groups.

Planning the Guidance Program

In planning a comprehensive guidance program in the Intermediate Division, the principal and the school staff will consider the following:

1. The integration of guidance with the total school program. Every teacher has an important role to perform in the guidance program and in the establishment of appropriate guidance practices. All teachers should help students recognize and understand their strengths and weaknesses, their traits and skills. All teachers should use the classroom setting to engender feelings of confidence and competence. They should promote, among students of different cultures, a sense of appreciation and understanding of each other. In addition, teachers should incorporate guidance activities such as educational and career awareness into the instructional program.

2. The Ontario School Record System. This system provides an inventory of data concerning the student. The school must maintain up-to-date information on the achievements, abilities, interests, and health of each student within the limits of the legislation governing pupil records (The Education Act, 1974, section 231; Ontario Regulation 38/73, Pupil Records). Such records may be examined by both parents and students.

Complete and accurate records assist teachers in making a realistic appraisal of a student's progress. They also assist students, parents, and teachers to reach wise decisions concerning course selection, placement, curriculum materials, and resource assistance. The principal and teachers are responsible for ensuring that only information that contributes to the improvement of the student's instruction is entered in the record.





3. Guidance groups. Various forms of group guidance have been used in the schools for many years. The group guidance class can be used by the teacher or counsellor to meet such varied purposes as disseminating information or helping students understand the influences exerted by a group on an individual or by an individual on a group. A larger-than-class-size group can meet on occasion to acquire and share information of interest to all students. A teacher or counsellor can also form small groups of six to eight students who share common problems such as difficulties in subject achievement or in adjusting to school regulations, irregularity of attendance, and intercultural conflicts. Members of the group can help each other to understand their difficulties and to resolve them.

4. Individual counselling. Individual counselling is a purposeful relationship between a counsellor or teacher and a student in which there is mutual participation. Procedures vary with the nature of the student's needs. Such counselling should focus upon student self-determination by assisting the student to identify problems or concerns, to examine and understand alternatives and related consequences, and to develop plans for action. Individual counselling deals with educational, career, and personal matters. The success of the counselling process depends upon many intangibles such as empathy, respect, genuineness, and forthrightness. Effective counselling contributes to the growth and self-assurance of the student.

5. Consultation. The purpose of consultation is the giving, receiving, and sharing of information and views, leading to more effective decisions by students on personal, educational, and career matters. Consultations can bring together, in a team approach, any combination of: teacher, principal, counsellor, parents, nurse, attendance counsellor, social worker, psychometrist, psychologist, speech and hearing therapists, health specialist, consultative staff in guidance and special education, and community resource persons, where such assistance is available.

In addition, consultations between guidance personnel and individual teachers or teachers working in groups can enhance classroom management and curriculum development. At times, the counsellor and teacher can collaborate in certain classroom activities. The counsellor can also consult regularly with the principal in the interest of the student. It may be found that one of the most effective uses of counsellor time is in the consultative process.

Parent-teacher meetings assist home and school to work together effectively in the best interest of the student. Such meetings, whether on an individual or group basis, can be used to report on student progress and to promote a more complete understanding of the student. Counselors, as part of the school team, can lend valuable support to the initiation and facilitation of these meetings, leading to more effective home-school communication.

6. Changing sex roles. In view of the fact that social, economic, and technological changes have brought about a more active involvement of women in the labour force, it is the responsibility of the school to do its share in helping the Intermediate-age young person to discard ingrained attitudes concerning sex-role stereotyping. The biological developments experienced by boys and girls during the explosive period of puberty are major components of their individual identities; young people must understand these changes during this period of development. Equality between the sexes should encourage young people to explore their potentialities as human beings who complement one another within the society in which they live.

All aspects of the school's guidance program should reflect the changing roles of men and women. A special effort should be made to encourage students to develop a wholesome view of their sexuality and of their self-worth as human beings; to make students aware of the problems involved in redefining sex roles in terms of child-raising and homemaking; and to encourage the development of individuals who will assume liberated adult roles that meet their needs as human beings.

7. Resource co-ordination. Resource co-ordination means obtaining the assistance of school personnel and community resources, acquiring the necessary guidance materials, and utilizing this help in the best way possible to meet student needs. In most school systems, an administrator assumes the responsibility for co-ordinating the acquisition and dissemination of information and materials needed by local schools.

A staff member in each school should be aware of the social services available within the community and have a sound working relationship with them. The family and child needing assistance are often confused by the number of agencies with which they must deal and the variety of suggestions offered to them.

The school's knowledge of social agencies can permit it to perform a role in ensuring that a unified and helpful service is available to the student. Such knowledge may lead to the involvement of an agency in the guidance activities of the school program and may help to avoid unnecessary duplication of services.

In many centres, liaison committee groups are helping to resolve the special problems faced by members of the different cultural groups within our society.

Orientation programs for feeder schools and testing programs* are other activities in which a co-ordination of efforts will result in more effective outcomes.

* In planning a testing program, school staff should consult *Evaluation of Student Achievement: A Resource Guide for Teachers* (Toronto: Ontario Ministry of Education, 1976), pp. 52-9.

8. Placement. Placement is the function of assisting students to make a transition from one educational setting to another. The adjustment may be internal, involving a change in the level at which a subject is undertaken, pupil-teacher matching, or the provision of a special program to meet a student's unique physical, social, or emotional needs. The latter is especially important when dealing with students who come from a different culture or who use a language other than English. Because of the language and cultural bias they contain, commonly used tests of educational assessment are seldom helpful in this situation.

Placement may involve the external transfer of a student from one school to another at the same or at a higher grade level. It may involve a transfer from an elementary school to a secondary school or other educational institution. Such transfers will be most effective when the sending and receiving schools maintain close communication regarding the special needs of students and the program expectations of the schools involved. Full use of pertinent student data by the receiving school can help the young person benefit from the change. Special arrangements in connection with temporary withdrawal from school for health or compassionate reasons would also be considered a placement function.

The school can function as the liaison with community agencies and other services to help meet the needs of exceptional students. Part-time job placement, warranted by circumstances such as early school-leaving (Early School-Leaving Regulation 159/75), or alternative education programs are other forms of service that the school can provide. Similarly, the school can encourage and assist student involvement in a variety of community-service projects. The utilization of occupational resources to help students gain experience and make sound career decisions is part of the placement process.

9. Evaluation. The evaluation of the school guidance program is a means of measuring its usefulness to students. While evaluation is primarily concerned with the effect on the individual student, the process of evaluation will consider the entire school program and the community at large.

Evaluation should be applied on a regular and systematic basis. Careful advance planning will enable school staff to gather objective information about the strengths and weaknesses of the school's guidance services, and these data will give direction for making improvements. The evaluation should employ clearly defined appraisal procedures and take local needs into account.

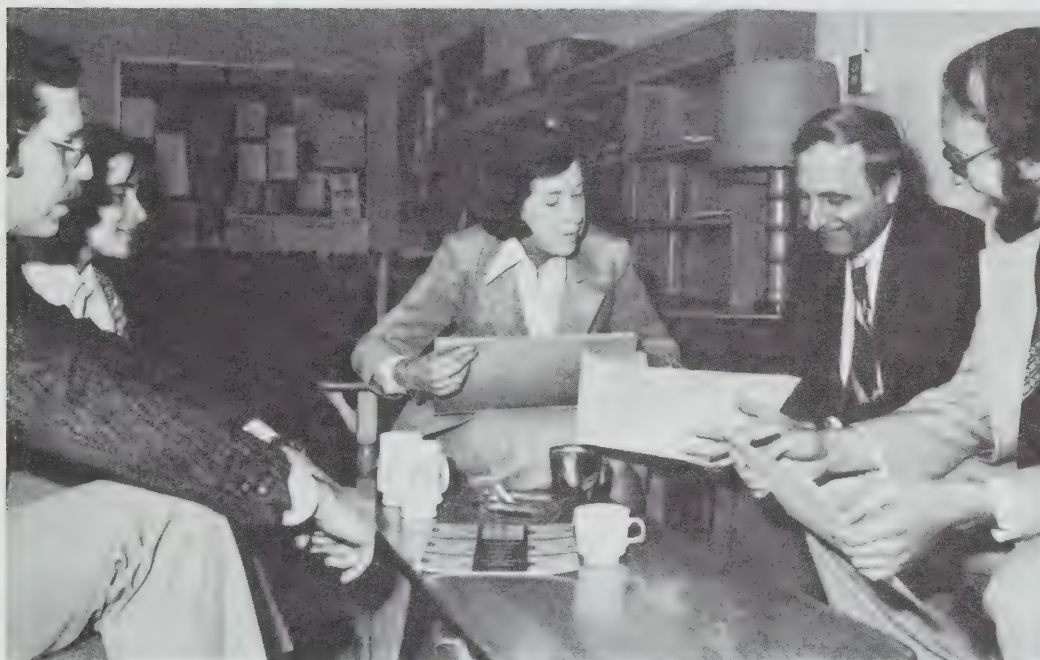
The evaluation of guidance services will involve the principal, teachers, parents, counsellors, and other persons from the community, such as personnel from business, industry, and unions. The counsellor may serve as the initiator and organizer of the evaluation process (see *Guidance, Senior Division*, Ministry of Education, 1977, pages 15 and 16; see also the section on planning and evaluation in "Additional Resources" on page 44 of this guideline).

Delivery System for Guidance Services

The effective delivery of guidance services must be based on resources in both the school and the community. For optimum results the variety of assistance available necessitates a co-operative team effort that is well co-ordinated. The following is a list of the resource personnel involved in the delivery of guidance services, along with an indication of the responsibilities that they might be expected to assume at the local level.

Responsibilities of the Principal

- To provide overall leadership and support in the implementation of the Ministry's policy concerning guidance in the Intermediate Division and for the role of each staff person involved in the delivery of guidance services.
- To promote a school atmosphere conducive to cordial feelings among students, parents, and teachers.



- To help staff become sensitive to the unique needs of students in the Intermediate Division.
- To ensure that guidance functions, particularly the organizational planning for the guidance program and its evaluation, are effectively carried out in the Intermediate Division.

- To make suitable space available for guidance functions such as information displays, counselling, small-group activities, and storage of materials.
- To provide adequate time in the weekly timetable for designated persons to carry out guidance functions.
- To make budgetary provisions for the purchase of guidance materials and capital expenditures.



- To ensure that the staff, through in-service training sessions or other means, develops the skills needed for parent interviews, class meetings, the interpretation of tests, and other guidance functions.
- To assign office staff to carry out the many clerical tasks associated with the delivery of guidance services.



Responsibilities of the Classroom Teacher

- To understand that the teacher's awareness of self, acceptance of others, and constructive interaction with students provide the students with a desirable model.
- To have an understanding of the physical, intellectual, social, and emotional development of the adolescent.
- To develop and apply a curriculum appropriate to Intermediate Division students that recognizes their need for successful experiences.
- To provide opportunities for students to develop leadership qualities, decision-making skills, and self-direction.
- To integrate the guidance functions of the school, particularly career awareness, with regular classroom activities.
- To work co-operatively with students in resolving individual and group problems arising in the classroom.

Responsibilities of the Counsellor

- To provide leadership in the development and delivery of all guidance services in the school.
- To provide individual and group counselling for students.
- To obtain, disseminate, and explain to students educational, career, and personal-development information.
- To assist in the assessment of student progress.
- To participate in consultation, on behalf of the student, with parents, teachers, the principal, board support staff, and community resource personnel.
- To co-ordinate the resources available in the school and in the community in order to assist students and their parents.
- To assist in the referral of students to appropriate helping agencies.
- To arrange in-service training sessions for teachers in areas such as child development, values education, counselling, and interviewing skills.
- To co-ordinate the placement of students both within the school program and in the next level of education.
- To supervise the maintenance of the Ontario School Record system, particularly in the areas of student achievement, abilities, interests, and special health concerns.
- To engage in co-operative evaluation of the effectiveness of the school's guidance program and in planning for essential changes.

Responsibilities of Board Support Staff

- The psychometrist furnishes individual assessments of students.
- The psychologist interprets individual assessments, provides consultation, assists in developing methods of classroom management of exceptional children, does special counselling, and conducts in-service training for teachers.
- The attendance counsellor aids students and families with attendance and related problems.
- The social worker acts as a resource in alleviating social and family concerns that affect student progress.
- Co-ordinators and supervisors of guidance services, and guidance consultants, provide leadership in promoting and developing student-service activities in schools.
- Consultative personnel in areas such as special education (involving learning disabilities and behavioural problems) and curriculum (reading, mathematics) render valuable assistance in meeting individual needs.
- The school nurse assists with health matters by providing information, counselling, and home contact.

Resources Within the Community

- Individuals can be invited to work directly in the school as group discussion leaders, special speakers, assistants in areas of learning disability, and providers of career information.
- In co-operation with the school, employers and organizations can arrange opportunities for students to engage in volunteer service, to observe work situations, and to gain certain types of work experience.
- Each community may have additional services and agencies that can assist students and their parents in special circumstances. These may include mental-health facilities in local hospitals and clinics, Children's Aid societies, family service agencies, youth bureaus of local police departments, Big Brothers, agencies for counselling youth, Alateen, multi-cultural organizations, and the counselling services of religious groups.

Program Outline

The following program outline has grown out of the needs of students in the Intermediate Division and the aims of guidance for this group. The outline incorporates the core elements of a developmental guidance program. It is expected that the school will provide activities and services appropriate to the needs and maturity of students throughout each year of the Intermediate Division.

The rationale for each aim is explained, followed by a list of recommended experiences that should be available to students. Examples of activities are included as suggestions, and are followed by a resource section, which will assist the school in planning a program designed to meet local needs.

Self-Awareness

During the period of adolescence, concerns about physical change, including growth and sexuality, the search for identity, and the desire for adult status are very evident. Through self-awareness, individuals can learn to understand facets of self such as personality, character, interests, abilities, limitations, values, feelings, expectations, and attitudes. Individuals who have increased their understanding of self are better able to develop their potential in educational, personal, and career areas.

The school should provide experiences that will assist students in the Intermediate Division to:

- understand the effect and importance of the affective part of human existence (feelings, emotions);
- understand and appreciate the fact of their sexuality;
- become aware of and understand their feelings towards themselves, the school, and their family, friends, and other individuals or groups, including those from other cultures;
- discover, through self-exploration, interests, strengths, limitations, abilities, expectations, and hopes related to both their present and future lives; and to learn to implement realistic plans and goals in educational, personal, and career areas;
- understand and overcome fears, misunderstandings, doubts, and other factors that hinder self-fulfilment and their contribution to society.

The activities that follow are only examples of many that might be selected. *Before using any of the activities related to self-awareness, teachers are advised to become knowledgeable about the area of human relations and the importance of adult intervention in order to avoid hurting the feelings of very sensitive students.*

Suggested Activity

General objective: To have students become aware of and understand their feelings towards themselves, the school, their family, friends, and other individuals.

Specific objective: To have students examine the pattern of things they like to do.

Method

1. After appropriate explanation by the teacher, each student lists as quickly as possible twenty things he/she likes to do. The lists are not to be collected, and there is no right answer about the things one should like.

2. Students should be instructed to code the list in the following way:

- Place a dollar sign beside items that cost more than \$3.
- Place an “R” beside each item that involves “risk” (physical, emotional, financial).
- Place an “M” or “F” beside items you think would have been on your mother’s or father’s list when they were your age.
- Place a “P” before items you like doing with people, and an “A” before items you prefer doing alone.
- Place a “5” before items that will not be on your list five years from now.
- Before each item, indicate the date of your last participation in the activity concerned.

Discussion

The students should consider the following questions concerning their lists:

- Are there patterns? Do you prefer activities that involve people? Do most of your items require money?
- Do you think that many items listed might also have appeared on your parents’ lists?
- Why will many items not be on your list five years from now?
- There are some activities that you have not participated in for a long time. However, you still enjoy them. Why?
- Are you basically cautious or do you enjoy taking risks?
- Are you surprised to see that you prefer to do many things on your own, rather than with friends or in groups?*

Resources

Bois, Samuel J. *The Art of Awareness*. Dubuque, Iowa: W. C. Brown, 1968.

A teacher’s reference book for dealing with communication and self-awareness.

Canfield, Jack, and Wells, Harold C. *One Hundred Ways to Enhance Self-Concepts in the Classroom: Handbook for Teachers and Parents*. Englewood Cliffs, N. J.: Prentice-Hall, 1976.

An excellent source of specific exercises and activities for use by the counsellor and classroom teacher interested in the areas of self-awareness and group dynamics.

* Adapted from S. Simon et al., *Values Clarification: A Handbook of Practical Strategies for Teachers and Students* (New York: Hart Publishing, 1972).

Dupont, Henry. *Toward Affective Development*. Circle Pines, Minnesota: American Guidance Service, 1974. Available in Ontario through Psycan Limited, Toronto.

Although this kit is designed for lower age levels, many of the activities can be adapted for use with student groups in Grades 7 and 8.

Johnson, K.; Senatore, J; Liebick, M.; and Minor, G. *Nothing Ever Happens*. Don Mills, Ont.: Collier-Macmillan, 1976.

Employs the game-theory approach to give the student an opportunity to observe and criticize his/her own perceptions, assumptions, feelings, communication behaviour, and skills.

LaMarsh, D. *As Others See Us*. Don Mills, Ont.: Thomas Nelson, 1971.

Contains activities designed to stimulate an awareness of self and others.

———. *Socio-Dramas*. 3 vols. Don Mills, Ont.: Thomas Nelson, 1972.

A collection of socio-dramas designed to stimulate discussion and awareness of self and others in the classroom.

Manitoba Department of Education. *Counsellor's Resource Book for Groups in Guidance*. Winnipeg: Manitoba Textbook Bureau, 1975.

Contains a series of practical classroom activities, based on guidance themes, to promote self-awareness and social development.

Reichart, Richard. *Self-Awareness Through Group Dynamics*. Cincinnati, Ohio: Pflaum-Standard, 1974.

Contains a collection of classroom procedures designed to stimulate awareness of self and others.

Schmuck, R., and Schmuck, P. *Group Processes in the Classroom*. 2nd ed. Dubuque, Iowa: W. C. Brown, 1975.

Provides an understanding of the dynamics of class groups and suggests ways of channelling them into effective learning.

Stevens, John O. *Awareness: Exploring, Experimenting, Experiencing*. Moab, Utah: Real People Press, 1971.

Over one hundred experiments to help students develop an awareness of themselves, their surroundings, and their interactions with others.

Values

Values can be defined as qualities of life that the individual and/or society consider important as principles for conduct and the formation of ultimate life goals.

All persons, consciously or unconsciously, develop and implement a personal value system throughout their lives. Students in the Intermediate Division should learn that their values may change, may be derived from experiences, may be personally and independently determined, and may be adopted because of social or cultural pressures. Students need to understand that the values they hold affect their attitudes towards people and ideas, and their choice of lifestyle, further education, and careers. The school can offer opportunities for students to clarify their values on a rational basis within the context of the existing curriculum.

In order to engage in values education, teachers must be competent to select and use appropriate curriculum techniques. Students and teachers should feel free to explore values issues and to make genuine decisions about values in the classroom.

Values inquiry is appropriate for students who are making tentative and exploratory decisions about careers. In an atmosphere of trust and mutual respect, students and teachers can examine a number of values issues that relate to career decision-making. The importance to the student of such factors as the following can be considered: the nature of the working environment; financial security; the desire to provide care for the troubled, the ill, and the aged; the need for adventure or independence of mind and action.

Because of widely varied approaches with respect to curriculum materials, no single set of techniques (such as those of Kohlberg or of "values clarification") should be presented as *the* approach to values.

The school should provide experiences that will assist students in the Intermediate Division to:

- inquire into values openly in an atmosphere of acceptance;
- examine values issues as they relate to lifestyle and careers;
- be aware that their own interests and values may not coincide with those of others.

Suggested Activity

General objective: To help students clarify and develop their value systems as they undertake career-exploration activities.

Specific objective: To help students relate interest, temperament, and value factors to tentative career choices.

Method

Students should be instructed to rank the following ten interest, value, or temperament factors in terms of their importance to them in making a tentative choice of career. Items should be ranked from 1 (most important) to 10 (least important).

- | | | |
|----|---|-------|
| 1. | Working to improve the welfare of people.
You value teaching, counselling, or
assisting troubled and sick people. | |
| 2. | Acting according to instructions. You
value taking instructions from others
and having your work checked closely. | |
| 3. | Developing your own ideas and doing things
differently from others. You value
expressing your personality in your work. | |
| 4. | Taking a scientific approach to questions.
You value developing tests and experiments. | |
| 5. | Helping to improve the environment. You
value working at tasks that are clearly
helpful to all people. | |

6. Working in hazardous, stressful, or risk-taking environments. You value adventurous and sometimes dangerous opportunities.
7. Taking responsibility for an activity. You value working independently and planning your own work.
8. Working at anything as long as it pays well. You value monetary considerations.
9. Securing co-operation from the people with whom you work. You value good working relationships.
10. Using information gained from personal experience. You value analysing situations and solving problems.

Students should then be asked to circle their top three choices and put an "X" beside their bottom three choices. After forming groups of three or four, they should help each other to suggest possible careers that would probably reconcile both the items that they value highly and the ones that they do not value as much.

The students can then share some of their findings with the class as a whole and evaluate the usefulness of the exercise.

Resources

Beck, Clive, et al. *The Moral Education Project (Year 4)*. Toronto: Ontario Institute for Studies in Education, 1978.

One focus of the current project relates to what it means to be an educator in the area of values and morals. Examples of classroom materials are also included.

Beck, Clive. *Moral Education in the Schools: Some Practical Suggestions*. Toronto: Ontario Institute for Studies in Education, 1971.

Theories of values education are presented along with a series of mini-courses and examples of discussion topics. Modified versions of Lawrence Kohlberg's moral stages of development are presented.

Cromwell, C. R.; Ohs, E.; and Roark, A. E. *Becoming: A Course in Human Relations*. Philadelphia: J. B. Lippincott, 1975.

A teacher's manual, student books, and a kit make up this package of materials designed to assist in the development of social and communication skills.

Deciding. Princeton, N. J.: College Board Publications, 1972.

Contains a series of practical exercises in which students get directed help in making choices and decisions. Student books and a leader's manual are also available.

Harmin, M.; Kirschenbaum, H.; and Simon, S. *Clarifying Values Through Subject Matter*. New York: Hart Publishing, 1973.

A teacher reference book for integrating values into subject areas. Contains sample lessons covering several academic subjects.

Hawley, R. C., and Hawley, I. L. *Human Values in the Classroom*. New York: Hart Publishing, 1975.

Contains practical experiences in values, communication skills, and achievement motivation.

Kappan. Bloomington, Ind.: Phi Delta Kappa, June 1975.

A series of articles by noted authors in the field of moral education, such as Lawrence Kohlberg, Sid Simon, and Clive Beck, outlining various philosophies and critiques.

Kohlberg, L. *Collected Papers on Moral Development and Moral Education*. Cambridge, Mass.: Laboratory of Human Development, 1973.

A collection of reprints from various journals.

McPhail, P.; Thomas, J. R.; and Chapman, H. *Lifeline*. London: Longman, 1972.

A program that includes student materials and teacher guides to assist with decision-making, conflict resolution, and values development, adaptable to any Intermediate grade level.

Meyer, J., ed. *Reflections on Values Education*. Waterloo, Ont.: Wilfrid Laurier University Press, 1976.

Collections of papers by various writers in the field of moral/values education.

Meyer, J.; Burnham, B.; Cholvat, John. *Values Education*. Waterloo, Ont.: Wilfrid Laurier University Press, 1975.

This is a collection of addresses presented at an invitational conference.

Pagliuso, S. *Understanding Stages of Moral Development*. Mahwah, N. J.: Paulist Publications, 1976.

A programmed learning textbook dealing with Kohlberg's stages of moral development. It describes development in the moral reasoning ability during and after elementary and secondary school education.

The School Guidance Worker. Toronto: Guidance Centre, Nov.-Dec. 1975.

This issue contains a series of articles on moral/values education, including philosophy, integration with other subjects, and critiques.

Simon, S; Howe, L.; and Kirschenbaum, H. *Values Clarification*. New York: Hart Publishing, 1972.

A rationale for the clarification approach in establishing values, with seventy strategies that can be used at any grade level.

Social Relationships

Social relationships are interactions among individuals in which there is a desire to increase understanding of others in order to promote positive relationships. This increased understanding should help people to develop a respect for the worth and dignity of others and to better understand themselves in relation to others.

Adolescents have a need for status and acceptance. The ability to interact effectively with one's peers and with adults, and to cope with social expectations, all relate to securing this status and acceptance.

The increasing emphasis on equality between the sexes should encourage young people to explore their potentialities as human beings who complement one another within society.

Students in the Intermediate Division are in the process of modifying their family relationships and, at the same time, of widening social relationships outside the home. The development of the communication skills necessary for co-operative group interaction will improve the quality of these relationships as well as social behaviour at home, in school, and in public.

The school should provide experiences that will assist students in the Intermediate Division to:

- enjoy a school environment that fosters relationships based upon mutual trust and respect;
- develop the skills necessary for positive social interaction through participation in programs designed for this purpose;
- listen to others so that they feel understood;
- communicate, using honest, open messages;
- experiment with new communication and behavioural patterns and to assess the results;
- give and accept constructive criticism;
- practise good communication skills by attempting leadership roles;
- have exposure to models of effective communication;
- integrate social skills into their lifestyles and public behaviour.

The activities that follow are examples of only a few of the above experiences. Others may be developed to suit local needs and preferences.

Suggested Activities

A. General objective: To experiment with new communication and behavioural patterns, and to assess the results.

Specific objective: To help students develop new communication skills through the exercise of “positive bombardment”.

As a preliminary exercise, the students should form pairs and each state a personal strength to his/her partner. (For example, "I feel I am a good hockey player.")

Each student then indicates one area in which he/she needs improvement. (For example, "I would like to do better in maths.") Students can discuss which statement was expressed more quickly and readily. A sampling will likely show that negative statements come to mind more easily than positive ones. In cases where this is so, it would suggest that self-criticism may outweigh the individual's self-confidence and he/she may be inhibited from reaching out and attaining the success and happiness that all are capable of achieving. Students should be encouraged to try to accentuate their positive aspects.

1. A list of as many positive qualities and abilities of people as the class can develop (for example, honest, loyal, hard worker, good actor, good skater, good artist, dependable, shares with others, always friendly) is put on the board.

2. The class sits with the teacher in a close-knit circle. One student volunteers to be the subject. Another student mentions one likeable characteristic of the volunteer. (For example, "One thing I like about Helen is that she's always friendly.") A second person then contributes a positive statement.

3. Another student volunteers to receive positive statements and the procedure is repeated.

4. By this time the class should be warmed up to the exercise. To ensure that something positive is said about all students, the teacher starts the activity, by making the first positive statement to the student to his/her left. Each person then makes a positive statement about the person immediately to the left, until all have had a turn.

5. The exercise is repeated in the reverse direction.



6. The teacher leads a discussion of the process using such questions as: How does it feel to receive a positive message? Were there any surprises? Was it hard to give a good message? Is there any message you would like to have explained? If you had another turn, would you now give a different message?

Time may not permit a complete exchange of messages with everyone in the group, but the game can be played at a regular time over several weeks.

This exercise should help students to communicate in a more positive manner than they usually do and encourage warm feelings that normally last after the activity has ended. The class tends to become more integrated. Accordingly, behaviour patterns and attitudes become less defensive and critical. Instead, students tend to become more caring and helpful. Classroom achievement can also benefit from the integration fostered by the positive-bombardment exercises.

B. General objective: To help students communicate, using honest, open messages.

Specific objective: To help students learn paraphrasing, a basic communication skill in developing social relationships.

Method

One method of ensuring that an intended message is understood is to have the person receiving the message paraphrase the statement. The receiver repeats the message in his/her own way so that the sender knows whether the message got through as intended. If there is a misunderstanding, the sender can clarify the matter or add further details. Such paraphrasing indicates an interest on the part of the receiver in what the sender is saying, and encourages the communicator to proceed in an honest and open manner.

When receiving a street address, a person will likely ask to have it repeated to ensure that he/she has heard it correctly. However, when a rather complex idea is stated, the listener is likely to guess what was said without making sure that the meaning of the statement was understood. Most people assume that what they receive from a statement is what the sender meant to convey.

1. The class is set up in pairs. One member of each pair relates a problem or happening to his/her partner for one or two minutes. The receiver repeats the message in his/her own way. The sender assesses the accuracy of the repeated message, and either confirms the details or clarifies certain data.

2. The partners then change roles and repeat the exercise.

3. At this point it will be helpful for students to discuss the exercise, considering questions such as the following: What things help or hinder accurate paraphrasing? How does it feel to know that the receiver is getting your message the way you intended? Were you upset or annoyed when the receiver didn't follow what you were saying?

It is possible to use groups of three for this type of exercise, with the third person acting as an observer to comment on the level of communication reached in the dialogue. Roles can be changed to give each person an opportunity to experience all three functions.

Students should be urged to practise using paraphrasing skills in daily conversation. A week or so after the initial exercise, a follow-up session can be arranged to allow students to share the results of their experiences.

Resources

The following resources can be used for individual research, to provide data for classroom lessons, or to stimulate discussion during staff in-service sessions. Some of the materials provide experiential activities and can be adapted to meet the nature of the group.

Berne, Eric. *Games People Play*. New York: Grove Press, 1964.

An original look at interpersonal relationships, based upon ego states and the resulting gamesmanship.

Caldwell, Edson. *Group Techniques for the Classroom Teacher*. Chicago: Science Research Associates, 1960.

Contains a variety of practical procedures that can serve as guidance techniques in classroom situations.

Carkhuff, R. R. *The Art of Helping*. Amherst, Mass.: Human Resource Development Press, 1973.

Describes a series of effective techniques to promote the helping relationship.

Chesler, M., and Fox, R. *Role-Playing Methods in the Classroom*. Chicago: Science Research Associates, 1966.

An outline of role-playing techniques, with appropriate examples, designed to assist with conflict situations and human socialization by stimulating understanding and learning.

Dreikurs, R., and Cassel, P. *Discipline Without Tears*. Toronto: Alfred Adler Institute, 1973.

A concise outline of Adlerian philosophy as it relates to the development of effective classroom atmosphere and management techniques.

Glasser, William. *Schools Without Failure*. New York: Harper & Row, 1969.

An outline of reality-therapy principles as they apply to the classroom. Classroom meetings and their relationship to the development of effective social relationships are outlined in detail.

Gordon, Thomas. *Parent Effectiveness Training*. New York: Wyden Press, 1970.

A practical guide for parents to promoting parent-child communication. A "no-lose" method to resolve conflicts is outlined.

———. *Teacher Effectiveness Training*. New York: Wyden Press, 1974.

A model for effective teacher-student relationships is outlined. Methods to deal with classroom conflict and to modify the environment to prevent problems are explained.

Harris, T. A. *I'm O.K., You're O.K.* New York: Harper & Row, 1967.

The method and vocabulary of transactional analysis are explained. Various types of interpersonal transactions are analysed in an effort to give the reader a tool for more effective communication.

LaMarsh, D. *As Others See Us*. Don Mills, Ont.: Thomas Nelson, 1973.

This booklet for students and teachers is designed to stimulate an awareness of self and others.

———. *Socio-Dramas*. Don Mills, Ont.: Thomas Nelson, 1974.

Contains a collection of socio-dramas designed to stimulate discussion and awareness of self and others in the classroom.

McPhail, U., and Thomas, C. *Lifeline*. London: Longman, 1972.

A guide to seeing situations from another's point of view, concentrating on sensitivity, consequences, and alternatives.

Manitoba Department of Education. *Resource Book for Groups in Guidance*. Winnipeg: Manitoba Department of Education, 1972.

Contains a series of practical classroom activities, based on guidance themes, to promote self-awareness and social development.

Rogers, Carl. *Freedom to Learn*. Columbus, Ohio: Charles E. Merrill, 1969.

Presents the application of client-centred theory and philosophy to schools and to classroom teaching. It demonstrates how to create a classroom climate where students can become fully functional and self-determining.

Decision-Making

Decision-making refers to the process of applying skills in evaluating issues and problems, analysing data, examining alternatives, and selecting the best possible action.

Students in the Intermediate Division are in the process of defining their own identities – of finding an answer to the question “Who am I?”. At this point in their lives they need assistance from the school to solve everyday academic and personal problems in a reasonable and objective way. The development of decision-making skills will give students greater ability to recognize new opportunities and alternatives, and to take appropriate actions.

The school should provide experiences that will assist students in the Intermediate Division to:

- learn to solve problems in a methodical fashion in order to arrive at appropriate decisions;
- become aware that decision-making skills aid effective human functioning;
- become involved in decision-making activities affecting their daily lives;
- develop the evaluative criteria needed to test the appropriateness of decisions.

The activities that follow are examples of only a few of the above experiences. Others may be developed to suit local needs and preferences.

Suggested Activities

A. *General objective*: To have students learn to solve problems in a methodical fashion in order to arrive at appropriate decisions.

Specific objective: To give students experience in the “brainstorming” approach to reaching decisions.

It should be explained to the students that the brainstorming approach is a method for gathering ideas and information in which all members of the group can participate. The method avoids discussion before all ideas are presented, and allows for alternatives to be listed. In a relatively short space of time, it provides a variety of data on which decisions can be based.

1. **A real problem.** An issue or a problem that is of real concern to the group and that the group is interested in solving is selected. The group should settle on a clear definition of the problem.

2. **The brainstorm.** The group is divided into teams of five or six; each team appoints a recorder. The recorder writes down all ideas and possible solutions presented to deal with the problem. An agreed time limit for the brainstorm, usually ten to twelve minutes, is desirable.

Rules:

- Every idea must be recorded as stated.
- Every idea is acceptable.
- There must be no discussion of an idea.
- There must be no evaluation or judgement of an idea.
- Repetition is acceptable.

3. **Organizing the data.** Each team examines its recorded information and groups together similar ideas and solutions. Out of this grouping, the teams select the most likely ideas and solutions, with impractical and unworkable ones being discarded. Time limit: ten to twelve minutes.

4. **Setting priorities.** Each team ranks the solutions in order of priority, using a consensus method – general agreement through discussion, not by majority vote. Time limit: eight to ten minutes.

5. **Developing action plans.** Taking their top-priority solution for the original problem, each team develops an action plan or strategy for putting the solution into practice. Time limit: ten to twelve minutes.

6. **Evaluating the plan.** Each team presents its favoured solution and action plans to the whole group for comments and further suggestions.

B. *General objective:* To assist students to become involved in decision-making activities affecting their daily lives.

Specific objective: To help students apply a “scientific method” to solving problems.

The teacher should discuss the scientific method outlined in the six steps stated below, giving practical illustrations for each step. It should be pointed out that these steps represent the method used by scientists and engineers that made it possible to land astronauts on the moon and to design jet aircraft, bridges, and the CN Tower. This method provides the person using it with a logical way of thinking in order to reach a decision or to solve a specific problem. It can be applied to any problem, even those in everyday life.

1. **State the problem.** Recognize and isolate the specific problem, issue, question, or concern needing a solution. Arrive at a clear definition.
2. **Observe objectively.** See what's really there, not just what you want to see; look at the problem from all sides; perceive accurately; recondition yourself to be objective.
3. **Gather data.** Determine what information is required; talk to resource persons; gather all information that has any bearing on the problem.
4. **Perceive a pattern.** Analyse the data; evaluate their usefulness; explore alternative actions suggested by the data; see the total picture; consider the possible consequences of each alternative.
5. **Decide.** Try to choose the best solution; reach some definite conclusion; take action.
6. **Evaluate.** Check back. Was the best solution chosen? If not, how would you improve the situation next time? If all went well, handle the situation the same way next time, checking back to make sure of the procedure to follow.

For the purposes of discussion and later activities, the six steps can be outlined on a large poster or flip chart. The group can be divided into teams of four or five students. Each team appoints a reporter and recorder. Using a selected topic, the teams proceed to apply the scientific method in arriving at a final decision. Depending on the topic, the teams may require several days to assemble the required data. As a summary exercise, the teams report their findings and reactions to the process to the whole group.

The following are some topics that students might consider, using the scientific method:

1. How can our student council play a greater part in school life?
2. How can I select the best secondary school program? For this topic, students should be able to obtain essential information about alternative schools, subjects being offered, and any limitations on the selection of subjects. One member of each team may wish to volunteer personal information so that the team may arrive at a realistic decision for that person. The other members can take turns in supplying personal data and receiving individual program selections.
3. Any other problem, issue, or concern of vital interest to the students.

Resources

Bruck, C. M. *Focus, Quest, Search*. New York: Bruce Publishing, 1968.

A series of guidance activities using student books and teacher manuals.

Carkhuff, R. *The Art of Problem-Solving*. Amherst, Mass.: Human Resource Development Press, 1973.

A systematic problem-solving model is succinctly developed and accompanied by diagrams and sketches. Emphasis is given to the numerical weighing of values.

Dreikurs, R., and Dinkmeyer, D. *Encouraging Children to Learn: The Encouragement Process*. Englewood Cliffs, N.J.: Prentice-Hall, 1963.

Emphasizes concrete ways to encourage students, to understand group interaction, and to promote effective communication skills.

Gelatt, H. B., et al. *Deciding*. Princeton, N.J.: College Board Publications, 1972.

Contains a series of practical experiences in which students get directed help in making choices and decisions. A leader's manual and student books are also available.

Porter, N., and Taylor, H. *How to Assess the Moral Reasoning of Students*. Toronto: Ontario Institute for Studies in Education, 1972.

A teacher's guide to the use of Lawrence Kohlberg's stages of moral development.

A Problem-Solving Program for Defining a Problem and Planning Action. Washington, D.C.: N. T. L. Learning Resources.

This small, programmed workbook is useful in teaching students to take considered steps in solving problems.

Robinson, F. G.; Tickle, J.; and Brison, D. W. *Inquiry Training: Fusing Theory and Practice*. Profiles in Practical Education No. 4. Toronto: Ontario Institute for Studies in Education, 1972.

Zingle, H. W., and Safran, C. *Decision-Making*. Toronto: Holt, Rinehart and Winston, 1968.

An analysis of the factors involved in making a vocational choice, using a decision-making model.

Educational Planning

Educational planning is a long-term process by which students acquire pertinent facts about themselves and the total educational system for the purpose of charting the most beneficial educational experiences. The guidance program should incorporate activities that will enable students to become aware of the educational opportunities open to both boys and girls in a changing society.

Because students in the Intermediate Division are adolescents and are in a transitional stage (moving from the elementary to the secondary level), and because of the variety of alternatives within the Ontario educational system, students and their parents require assistance in planning. In addition, they need to consider such plans in relation to tentative occupational choices.

The school should provide experiences that will assist students in the Intermediate Division to:

- recognize the need for careful educational planning, with an appreciation of the complex and sequential nature of the process;
- explore and discover interests, needs, and abilities so that appropriate educational choices can be made;
- obtain accurate and current information about the types of schools and programs available;
- develop and master skills such as study procedures, note- and record-keeping, project and report preparation, and the organization and use of resources;
- participate in remedial activities enabling them to pursue educational paths that might otherwise be closed.

The activities that follow are examples of only a few of the above experiences. Others may be developed to meet local needs and preferences.



Suggested Activities

A. *General objective:* To help students explore and discover interests, needs, and abilities so that appropriate educational choices can be made.

Specific objective: To help students increase their understanding of themselves and their ability to carry out educational planning through an appraisal of personal assets and liabilities.

Method

All students develop concepts of themselves. However, perceptions of self are often based on inaccurate and unrealistic information. It is important, therefore, that each student has the opportunity to gain a clear picture of personal interests, needs, and abilities before making any educational decisions.

1. At the beginning of the year, the teacher discusses with students the different human characteristics that must be taken into account in educational planning. These include strengths, weaknesses, aptitudes, abilities, scholastic achievement, interests, values, and expectations or goals.

2. At an appropriate time during the year, students are given an assignment to develop a personal profile of their own characteristics. As a guide, they can be given a prepared list of general attributes and encouraged to obtain accurate definitions of them from references in the resources centre. Their finished profiles should be in graph form.

3. Students are encouraged to seek interviews with teachers, counselors, and others, in order to get an accurate assessment of their strengths and weaknesses.

4. Using prepared samples, the teacher helps the class to relate hypothetical profiles to educational choices.

5. A panel discussion may be arranged in which two or three students volunteer to explain to the class how they might use their own profiles in making educational decisions. A discussion based on the presentations will help to clarify perceptions and build understanding.

6. Students complete individual plans that reflect the profiles that each one has developed. These plans can be checked with parents and staff advisers.

B. *General objective:* To help students obtain accurate and current information on the types of schools and programs available.

Specific objective: To help students gain information on the secondary schools that they are about to enter and to make plans for entry.

1. Through the use of charts, handbooks, and related materials, students can be made aware of the types of secondary schools available and the courses that they offer. Any limitations on selection should be brought to their attention.

2. A variety of methods for making information available to students can be used. These might include films or filmstrips, talks by secondary school representatives, feedback from former students, and visits (whole class or class committee) to the secondary schools.

3. If students have not engaged in an activity similar to (A) above, the personal characteristics that affect educational planning can be discussed with them.

4. Using data about students (anonymous) who previously entered high school, the teacher can discuss appropriate and inappropriate course selections based on an individual's strengths, weaknesses, and goals. This case-study approach will help students become aware of the difficulties involved, the attitudes that must be considered, and how feelings affect choices.

5. Students can then develop individual plans for a suitable Grade 9 program, keeping in mind factors such as the requirements of *H.S.1*, personal strengths and limitations, balance of subject matter, level of difficulty, and future goals. The completed plans should be checked with parents and staff advisers.

Resources

Bailey, Larry J., and Stadt, Ronald W. *Career Education: A New Approach to Human Development*. New York: McKnight Publishing, 1974.

A cradle-to-grave approach to career education that reviews earlier theories of career development and contains a section on the career needs of women. Also provides a conceptual model for career education, determination of goals and objectives, and implementation procedures.

Campbell, R.; Walz, G.; Miller, J.; and Kriger, S. *Career Guidance: A Handbook of Methods*. Columbus, Ohio: Charles E. Merrill, 1973.

Contains 643 practical career-guidance methods suitable for school use.

Canadian Classification and Dictionary of Occupations. 2 vols. Ottawa: Department of Manpower and Immigration, 1971.

A detailed classification and brief description of most Canadian occupations, plus a listing of requirements for job entry.

Herr, Edwin L., and Cramer, Stanley H. *Vocational Guidance and Career Development in the School*. New York: Houghton Mifflin, 1972.

Presents a strong argument for programmed career courses in schools.

Jackson, Donald W. *Living and Working: The World of Work*. Canadian Guidance Profile Booklets. Don Mills, Ont.: Thomas Nelson, 1970.

Designed to augment an ongoing career-planning program.

Knicley, B., and Brooks, G. *Career Search*. Richmond Hill, Ont.: Scholastic Book Services, 1976.

This sequential programmed unit is designed for student use in Grades 7 to 10.

Ontario Ministry of Education. *Student Guidance Information Service: Master List of Careers*. Toronto: Ontario Ministry of Education, n.d.

This computerized educational and career information service contains descriptions of almost 6000 careers, as well as information on such further educational possibilities as universities, community colleges, private trade schools, and apprenticeship training.

Career Planning

Career planning is a lifelong process of acquiring, understanding, and utilizing information about oneself and educational and career opportunities in order to make career selections. The guidance program incorporates activities that will help students become aware of the changing character of our society and the career roles of men and women.

The individual who is aware of personal strengths, weaknesses, ambitions, and expectations, and of how these relate to possible careers, is prepared to make career choices that are personally satisfying and that meet societal needs.

The school should provide experiences that will assist students in the Intermediate Division to:

- continue to explore the wide range of educational and occupational routes available;
- recognize their responsibility to themselves and to society to make the career choices best suited to their needs, aspirations, and abilities;
- discover and understand their abilities, limitations, personal characteristics, expectations, and values as they relate to future educational and work possibilities;
- investigate current employment information in order to note trends in future occupational opportunities in relation to changing economic conditions;
- learn to utilize community resources in order to gain first-hand exposure to the world of work.

The activities that follow are examples of only a few of the above experiences. Others may be developed to meet local needs and preferences.

Suggested Activities

General objective: To help students recognize their responsibility to themselves and to society to make the career choices best suited to their needs, aspirations, and abilities.

Specific objective I: To help students become aware of the relationship of career planning to one's projected life span.

This one-lesson activity is designed to illustrate graphically that the years spent working occupy, by far, the greatest segment of an individual's life. The quality of one's working years is directly related to the preparation stage, that is, formal education or training. From the point of view of long-term satisfaction, realistic career planning during the preparation stage is highly desirable.

1. Prepared sheets entitled "Projected Life Line: Looking Ahead" are distributed.

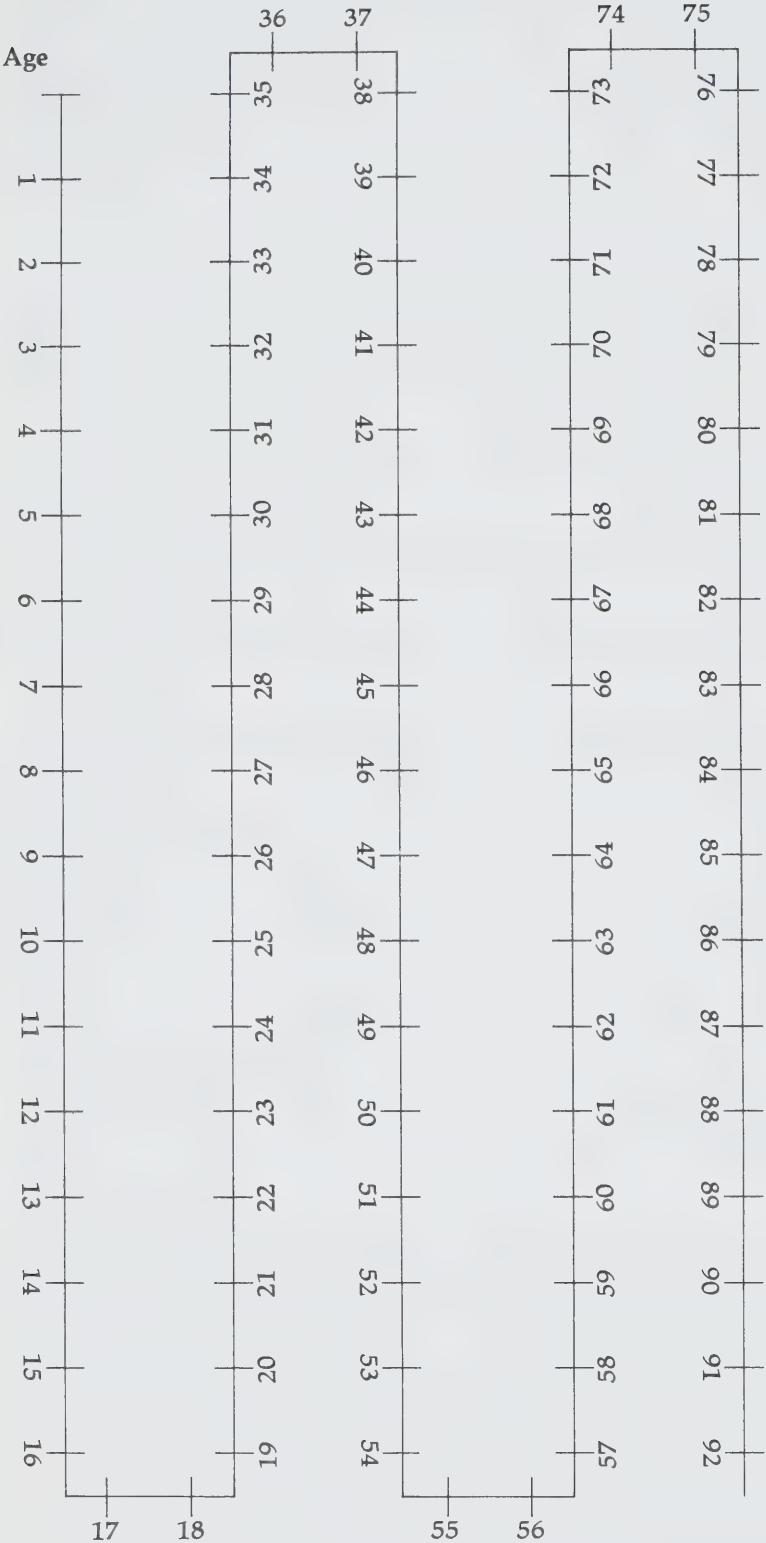
2. Students complete the profile by dividing their projected life span into four sections and colouring them as follows:

- preschool days (red)
- formal education/training (blue)
- working career (orange)
- retirement (brown)

3. Using the completed life-span profiles as a guide, students discuss the apparent implications in terms of the following questions:

- What portion of your life is spent in preparation for the work span?
- Is the length of the four sections predetermined, or do you still have a choice?
- In what ways can career planning change the pattern of your life span?
- How will your present activity (i.e., attending school) affect your pattern?
- Does the preschool section have any significance for the later sections?
- If you had been born twenty years earlier or later, would your pattern be any different? If so, in what way?
- What effect will the education and working sections have on the retirement section?

Projected Life Line: Looking Ahead



Divide your life into four major sections:

- preschool days (red)
- formal education (blue)
- working career/training (orange)
- retirement (brown)

Specific objective II: To help students understand the term “career” and its relationship to training.

Method

1. The prepared sheet “What Is a Career?” is distributed to the students.
2. Instructions, along with illustrative examples, are given in how to use the sheet. Students then complete the sheet within a specified time period.
3. On completion of the sheets, a general summary of the first two items (photographic training and business or commercial training) is conducted; one student records the items on the chalkboard.
4. The class is then divided into groups of four to five.
5. Students share their responses to the last part of the sheet with others in the small group.
6. Each group reports its impressions in response to the following questions:
 - How many found it hard to complete the last portion? If so, why?
 - How many were able to complete all six possible careers in each section?
 - Did you select the types of training for a reason, or did you simply guess at them?
 - What are the advantages of having a number of careers related to a given type of training?
 - How important is it to select a suitable educational/training program?
 - How might your choices differ ten years from now?
7. A general discussion should follow.

Resources

See the resources listed for “Educational Planning”, on page 29.

Lincoln County Board of Education. *Grades 7 and 8 Life Skills Teacher Resource Book*. St. Catharines, Ont.: Lincoln County Board of Education, 1978.

What Is a Career?

A career may be defined in several ways. For our purposes let's define "career" as *a series of related jobs you could do based on a common training, or the many jobs you could do if you had a specific type of training.*

Let's see how this works:

A. List types of jobs you could hold with training in photography (include in your list some jobs in which you would not use a camera).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

B. List jobs you could do with business or commercial training.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

In today's world of work it is very likely that you will be employed in several jobs during your working life. If you have a solid base of training to offer, your chances of getting the types of jobs you want are naturally greater.

List two or three areas of training in which you are interested at this time, and then list some jobs that might form your career.

Type of training: Career (jobs) possible with that training:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Type of training: Career (jobs) possible with that training:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Leisure

“Leisure” refers to intervals in the daily routines of working and living when the individual is free to decide how to use his/her time. This personal free time provides the opportunity for an individual to pursue activities of special interest.

Shorter work weeks and longer holiday periods have increased leisure time for many Canadians. The school must recognize the value of the constructive use of leisure time and encourage students to develop new interests, to attempt new things, and to participate in activities that give pleasure and promote positive attitudes.

The school should provide experiences that will assist students in the Intermediate Division to:

- develop a positive attitude towards leisure-time pursuits;
- appreciate and understand the physical, mental, and social advantages of constructive leisure-time activities;
- understand the need to develop a variety of interests and activities for the various stages in life;
- become aware of the variety of leisure-time pursuits and the community resources available for them;
- see the relationship between leisure interests and possible career choices;
- recognize that leisure-time activities provide ways for self-expression and opportunities for self-fulfilment.

The activities that follow are examples of only a few of the above experiences. Others may be developed to meet local needs and preferences.



Suggested Activities

A. General objective: To help students appreciate and understand the physical, mental, and social advantages of constructive leisure-time activities.

Specific objective: To have students design leisure-time activities, given a fixed set of conditions.

Method

1. The teacher sets the conditions for designing the leisure-time activity, specifying, for example, that it take place outdoors or indoors, within a confined space or in a large area, that it require no equipment or only limited equipment.

2. The class is divided into small groups of five to seven students.

3. Governed by the teacher-specified conditions, each group is given the task of designing an activity or game and writing the instructions or rules for it.

4. After the task is completed, each group presents its design to the class by having all students participate in the activity. This trial run may indicate a need to modify the rules or instructions.

5. Groups can then get other classes to try out the new activity.

Examples of activities that students might design include:

- a variation of the hide-and-go-seek game, in which a student is “out” when touched by a soft, air-filled ball such as a volleyball;
- a variation of the “twenty questions” theme;
- acting out a famous saying through mime.

The purpose of this exercise is to challenge students to think creatively about leisure-time activities. The task of writing instructions gives experience in being precise and exact. The opportunity to explain the game to others reinforces oral expression and builds confidence. Lastly, the involvement with other students builds social skills.



B. *General objective:* To assist students to become aware of the variety of leisure-time pursuits and the community resources available for them.

Specific objective: To help students understand the meaning of leisure time, the many ways in which it can be used, and the assistance that a community provides.

Method

1. The teacher discusses the meaning of leisure time, why there is more interest in it today than in the past, and what changes can be anticipated in the future.

2. The class is divided into four groups. Each group selects one of the following areas and prepares a list of leisure-time activities for it:

- doing things
- making things
- collecting things
- learning things

3. The groups can engage in brainstorming sessions, listing their ideas on a large sheet of paper, within a given time limit. The information is then shared with the class. Additional activities suggested by the class can be added to the group lists. A combined list can be prepared and given to each student as a follow-up and reference.

Follow-up Activities

Each group acts as a committee to obtain more information to add to its lists. Some of the activities that the groups can carry out in this regard include:

- determining the resources available in the community to assist people in discovering and pursuing new leisure-time activities;
- interviewing parents, neighbours, and personnel from local crafts and hobby groups, parks and recreation departments, and the Ministry of Culture and Recreation to report on the types of assistance that are available;
- listing courses in leisure-time activities offered by local school boards, public libraries, parks and recreation departments, community colleges, and private organizations.

Additional Activities

- Students can describe and demonstrate their hobbies in class.
- People from the community can be invited to give talks and demonstrations to student groups about crafts, camping, special collections, local history, and so on.
- Class visits to community arts and crafts exhibits can be arranged.
- Students can organize a hobby show for the school.

Resources

Printed Materials

Arts and crafts manuals are available from the Ministry of Culture and Recreation, Queen's Park, Toronto, Ontario. These manuals deal with such topics as art, painting, metalwork, gems, handicrafts, outdoor sport, nature study, theatre, weaving, and so on.

Bedal, C. L. *What Can I Do This Summer?* Toronto: Guidance Centre, 1978.

Includes such topics as where to look for jobs, ideas for self-employment, volunteer work, travel, and summer study.

Leisure Counselling Kit. Washington, D.C.: A.A.L.R./A.A.H.P.E.R.

Designed to help in establishing and conducting a program of leisure counselling by using activities that match the interests of the individuals involved.

Leisure Today. Washington, D.C.: A.A.L.R./A.A.H.P.E.R.

Contains articles by a number of recognized authorities in the area of recreation and leisure, dealing with education, preparation, and counselling for leisure.

Ontario Ministry of Culture and Recreation. *Leisure*. Toronto: Ministry of Culture and Recreation, 1976.

Attempts to develop a philosophy of leisure. It is a resource for discussing and understanding what leisure is all about.

Ontario Ministry of Culture and Recreation. *Leisure: A resource for educators*. Toronto: Ministry of Culture and Recreation, 1978.

Contains ideas and suggestions, which teachers can adapt and enlarge upon in their own learning situations, and details of other sources of information on leisure.

The Problems and Needed Life Skills of Adolescents. Ottawa: Employment and Immigration Canada, 1972.

Deals with the life skills necessary for the adolescent to cope with life and change.

Wallace, J. *Tomorrow?* Toronto: J. M. Dent, 1971.

Both large and small groups of older students will find this textbook helpful in encouraging open-ended discussion on future prospects for young people.

Wankelman, W. F.; Wigg, Philip; and Wigg, Marietta. *A Handbook of Arts and Crafts: For Elementary and Junior High School Teachers*. Dubuque, Iowa: William C. Brown, 1968.

Covers projects in ceramics and sculpture; chalk and crayon; crafts using cloth, metal, string, paper, plaster, etc.; lettering; murals; paint and ink; printing; and stencils.

Film

Better Use of Leisure Time. 16 mm, b/w, 11 min. Available on loan from the Ministry of Culture and Recreation, Queen's Park, Toronto, Ontario. No charge.

Many interesting and constructive leisure-time activities, such as making things, collecting things, reading, observing, experimenting, and developing skills and abilities, are described.

Community Resources and Programs

The following is a list of resources and facilities in the community that can complement school-based programs:

- art galleries
- night- and summer-school programs offered by boards of education
- special-interest programs offered by colleges of applied arts and technology
- community-school programs offered to interest groups at night and during the summer
- libraries
- the parks and recreation departments of various municipalities
- continuing-education programs at universities
- Young Men's Christian Association
- Young Women's Christian Association
- Young Men's and Young Women's Hebrew Association



Additional Resources

Adolescence

Blair, G. M., and Jones, R. S. *Psychology of Adolescence for Teachers*. New York: Macmillan, 1964.

Designed for teachers, prospective teachers, and others concerned with the education of adolescents, this book provides educators with insights needed for carrying out their work.

Desjarlais, L., and Rackauskas, J. *Needs and Characteristics of Students in the Intermediate Ages, 12-16*. Ottawa: University of Ottawa Press, 1975.

A comprehensive review of the literature on adolescents from 1930 to 1974, with recommendations for educational practice. The research was contracted by the Ontario Ministry of Education. It is the most comprehensive study of all the research available on the adolescent. The extensive bibliography on the adolescent makes this book an excellent resource for teachers in the Intermediate Division.

Douvan, E., and Adelson, J. *The Adolescent Experience*. New York: John Wiley & Sons, 1966.

Deals with all aspects of adolescent development, supplemented with true-life examples of problems involving adolescents. A useful resource for teachers working with this age group.

Gesell, A.; Ilg, F.; and Bates, A. *Youth: The Years from 10 to 16*. New York: Harper & Row, 1956.

Based on first-hand studies of a selected group of normal adolescents, this book traces the development of behaviour in the home, school, and community. By interpreting the patterns and trends of successive stages of growth, the authors render the psychology of youth more understandable and many of its problems less formidable and more interesting.

Kagan, J., and Coles, R. *12 to 16: Early Adolescence*. New York: W. W. Norton, 1972.

This book covers such topics as the tempo of physical maturation, the social characteristics of early adolescence, the discovery of self, the growth of political awareness, and the young adolescent in the family and school environments. Useful reading for educators working with adolescents.

Mitchell, J. *Adolescence: Some Critical Issues*. Toronto: Holt, Rinehart and Winston, 1971.

The critical issues presented are sexuality, alienation, drug use and abuse, and healthy behaviour. A down-to-earth approach is taken with each of these issues.

———. *Human Life: The Early Adolescent Years*. Toronto: Holt, Rinehart and Winston, 1974.

Emphasizes understanding the transition from childhood to adolescence. The areas dealt with are physical, mental, social, moral, and psychological development during early adolescence. An excellent reference for teachers involved with the young adolescent.

Counselling

Benjamin, A. *The Helping Interview*. Boston: Houghton Mifflin, 1969.

Outlines a personal view of the importance and complexity of effective interviewing, and delineates the distinctive roles and responsibilities of counsellor and client.

Boy, A. V., and Pine, G. J. *The Counsellor in the Schools*. Boston: Houghton Mifflin, 1968.

Particularly helpful to beginning counsellors developing their own perceptions of behaviour and counselling. While the book is person-oriented, it is substantive and well-documented, with a particularly comprehensive chapter on group counselling.

Dinkmeyer, D., and Dreikurs, R. *Encouraging Children to Learn*. Englewood Cliffs, N. J.: Prentice-Hall, 1963.

A manual for teachers, parents, and counsellors to assist children in overcoming their emotional difficulties. Emphasizes encouragement as the major process.

Dinkmeyer, D., and Muro, James. *Group Counselling: Theory and Practice*. Itasca, Ill.: Peacock Publishing, 1971.

Takes an in-depth look at group counselling, outlining its rationale and characteristics, and giving many examples of the process.

Dreikurs, R., and Cassel, P. *Discipline Without Tears*. Toronto: Alfred Adler Institute, 1973.

A concise outline of Adlerian philosophy as it relates to the development of effective classroom and management techniques.

Dreikurs, R., and Soltz, V. *Children: The Challenge*. New York: Hawthorn, 1964.

A thorough presentation of Adlerian family counselling, providing a good background for counsellors, teachers, and parents. This book is frequently used by parent study groups.

Dwyer, W. W., and Vriend, J. *Counselling Techniques That Work*. Washington, D. C.: A.P.G.A. Press, 1975.

Deals with practical techniques for both individual and group counselling.

Ellis, A. *A Guide to Rational Living*. Englewood Cliffs, N. J.: Prentice-Hall, 1971.

The rational-emotive therapy model outlined in a non-technical, pragmatic manner. This book is written for the non-professional who is looking for new strategies for coping with problem situations.

Ferinden, W. E. *Classroom Management Through the Application of Behaviour Modification Techniques*. Linden, N. J.: Remediation Associates, 1970.

Surveys a wide range of modification techniques for use in classroom management, group guidance, or individual counselling.

Frankl, V. *Man's Search for Meaning*. New York: Washington Square Press, 1963.

Outlines the development of a personal existential philosophy arising out of experiences in a concentration camp, and provides an introduction to logotherapy in a concise, readable form.

Glasser, W. *The Identity Society*. New York: Harper & Row, 1972.

An outline of educational and societal problems, accompanied by a description of the reality-therapy counselling model. This book is an extension of the author's earlier publications.

_____. *Schools Without Failure*. New York: Harper & Row, 1969.

Deals with the application of the principles of reality therapy to the classroom setting in a counselling or therapeutic learning environment. A description of classroom meetings is comprehensively developed.

James, M., and Jongeward, D. *Born to Win*. Don Mills, Ont.: Addison-Wesley, 1971.

A clear approach to transactional analysis, focusing upon the power each person has to direct his/her own life and the lives of others. Each chapter provides practical, Gestalt-oriented experiments and exercises.

Krumboltz, J. D., and Krumboltz, H. B. *Changing Children's Behaviour*. Englewood Cliffs, N. J.: Prentice-Hall, 1972.

A description of behavioural counselling, with emphasis on specific reinforcement techniques useful in treating child and adolescent problems.

Ligon, M. G., and McDaniel, S. W. *The Teacher's Role in Counselling*. Englewood Cliffs, N. J.: Prentice-Hall, 1970.

Outlines the need for the teacher to understand the child's perception of the educational experience. The roles of teachers, counsellors, and parents are discussed, along with the need for their collaboration.

Patterson, C. H. *Theories of Counselling and Psychotherapy*. New York: Harper & Row, 1973.

An introduction to the various major theories and practices of counselling. The final chapter attempts to synthesize the divergences and convergences with substantive documentation.

Pearls, F. *Gestalt Therapy Verbatim*. Lafayette, Calif.: Real People Press, 1969.

An elaborate explanation of the basic ideas underlying Gestalt therapy. Contains verbatim transcripts of therapy sessions with comments by the author.

Purkey, W. W. *Self-Concept and School Achievement*. Englewood Cliffs, N. J.: Prentice-Hall, 1970.

A fresh, humanistic approach to the relationship between the student's subjective and personal self-evaluation and his/her success in school.

Rich, J. *Interviewing Children and Adolescents*. Toronto: Macmillan, 1968.

A concise, yet inclusive outline of the understandings needed in interviewing children and adolescents, accompanied by specific suggestions on how to communicate effectively with them.

Rogers, Carl. *Freedom to Learn*. Columbus, Ohio: Charles E. Merrill, 1969.

Presents the application of client-centred theory and philosophy to schools and to classroom teaching. It demonstrates how to create a classroom climate where students can become fully functioning and self-determining.

Shertzer, B., and Stone, S. *Fundamentals of Counselling*. Boston: Houghton Mifflin, 1974.

Designed for use as a textbook in an introductory counselling course, this book deals with counselling, past and present, the characteristics of the counsellor, and counselling content, process, and practice.

Skinner, B. F. *Beyond Freedom and Dignity*. New York: Bantam, 1971.

Presents a behaviouristic approach based upon a "technology of behaviour" designed to alter the nature of man. An economic and social analysis is given to justify the approach.

Tyler, L. E. *The Work of the Counsellor*. New York: Appleton-Century-Crofts, 1969.

This practical guide for beginning and experienced counsellors covers theory and technique. A highlight of the book is the classification system, designed to help the counsellor assess the client's needs.

Walsh, W. M., ed. *Counselling Children and Adolescents: An Anthology of Contemporary Techniques*. Berkeley, Calif.: McCutcheon Publishing, 1975.

This up-to-date survey of various counselling models will be helpful to the beginning counsellor in formulating theory and approach.

Group Dynamics

Cromwell, C. R.; Ohs, W.; and Roark, A. E. *Becoming: A Course in Human Relations*. Philadelphia: J. B. Lippincott, 1975.

Each module (I. *Relating*, II. *Interaction*, III. *Individuality*) is a separate kit designed to assist in classroom work dealing with human relations.

Kemp, C. C. *Perspectives on the Group Process: A Foundation for Counselling with Groups*. 2nd ed. New York: Houghton Mifflin, 1970.

A collection of readings on all phases of group development and operation. The book provides a clear understanding of group mechanics.

Lifton, W. N. *Working with Groups*. Rexdale, Ont.: John Wiley & Sons, 1961.

Outlines and provides an understanding of the way in which groups can be developed and led creatively and effectively. This book has specific application to guidance programs.

Luft, J. *Group Processes: An Introduction to Group Dynamics*. 2nd ed. Palo Alto, Calif.: Mayfield Publishing, 1970.

Provides an introduction to the area of group dynamics and suggests its specific application to educational settings.

Miles, M. B. *Learning to Work in Groups: A Program Guide for Educational Leaders*. New York: Teachers College Press, 1959. Available from the Guidance Centre, Toronto.

Provides insight into group procedures and focuses throughout on educational settings.

Planning and Evaluation

Blocker, D. *Developmental Counselling*. New York: Ronald Press, 1974.

Contains a chapter on a systematic, eclectic model for planning and evaluating guidance services.

Hill, G. E. *Management and Improvement of Guidance*. Toronto: Prentice-Hall, 1974.

The chapter entitled "Research and Evaluation of Guidance" outlines the need for continuous research within the school and various strategies that can be used for this purpose. A list of resources to assist with evaluation, such as checklists and questionnaires, is provided.

Jackson, S. L., and Goulding, P. M. *Comprehensive Career Assessment Scales*. Austin, Texas: Learning Concepts, 1975.

Develops scales to assess career-education programs and in-service training needs. One of the scales is useful in career counselling at the secondary school level.

McCallon, E.; McClaran, R.; McCroy, E.; George, J.E.; and Williams, D. *Concepts and Methods in Accountability*. Austin, Texas: Learning Concepts, 1976.

A series of eight monographs designed to assist the practising educator in the systematic gathering, processing, and analysing of information needed to demonstrate school accountability.

Ontario Ministry of Education. *Co-operative Appraisal of Guidance Services, Secondary School and Co-operative Appraisal of Guidance Services, Parent Survey*. Toronto: Ontario Ministry of Education, 1974.

This handbook and the corresponding parent survey provide schools with assistance and direction in making a co-operative appraisal of their guidance services.

Parmenter, M. *Blueprint for Guidance in Canadian Schools*. Toronto: Guidance Centre, 1967.

A manual of recommendations and suggestions related to the organization, administration, and practical, day-to-day provision of guidance services in elementary and secondary schools.

Sex Roles

Beyond the Big Three. Oakville, Ont.: University Women's Club, 1976.

Gives the history of some Canadian women and information about non-traditional careers for women.

Bird, Caroline. *Born Female*. New York: David McKay, 1974.

This book deals with the high cost of keeping women down and describes the kinds of job discrimination that women face.

Carson, Dale. *Girls Are Equal Too*. New York: Atheneum, 1973.

This is a book for teenage girls about the women's liberation movement.

Department of Student Services, Board of Education for the Borough of North York. *Focus*. Willowdale, Ont.: Board of Education for the Borough of North York, 1977.

A compilation of articles, activities, and references designed to heighten the awareness of teachers and students of the role of women in a changing society.

Frazier, Nancy, and Sadker, Myra. *Sexism in School and Society*. New York: Harper & Row, 1973.

Discusses sexual bias in the school and curriculum, with suggestions for positive changes within the educational system.

Griffiths, N. *Penelope's Web*. Toronto: Oxford University Press, 1976.

Looks at a wide spectrum of sex-role problems, questions the relationship between biological gender and sex roles in society, and presents the beliefs, attitudes, and points of view of a twentieth-century woman.

Men's Lives. New Day Films, 1975. 16 mm, colour, 43 min. Distributed by Marlin Motion Pictures.

Delves into the personality of the male and into the new thinking about and questioning of roles. It consists of numerous interviews with men and boys – athletes, coaches, teachers.

Nune, Maxine, and White, Deanna. *The Lace Ghetto*. Don Mills, Ont.: New Press, 1972.

A candid and compassionate documentary of women's liberation that separates the realities of being female from the myths. The explicit language used to express the viewpoint of the book may offend some people.

O'Faolan, Julie. *Not in God's Image*. New York: Harper & Row, 1973.

A history of women from the time of the Ancient Greeks to the nineteenth century.

Ontario Status of Women Council. *Towards a Positive Image of Advertising* (1975); *Towards a Positive Image of Health* (1977); *Towards a Positive Image of Housewives* (1977); *Towards a Positive Image of Women in Sport* (1976). Toronto: Ontario Status of Women Council.

Pamphlets designed to increase awareness of sex-role stereotyping.

Sullerot, Evelyne. *Women, Society, and Change*. New York: McGraw-Hill, 1971.

Provides a world perspective on the women's liberation movement. It is an informative treatment of the changes that have come about in women's roles at work and at home, and the technological changes that have affected women.

Toronto Board of Education. *Is Anybody Out There Listening?* Toronto: Ontario Status of Women Council, 1976.

A student-written report that points out the need for changing sex-role stereotypes within the educational setting.

Updated, Canadianized Version of the Marriage Game. Oakville, Ont.: University Women's Club, 1976.

A simulation game illustrating women's fantasies about their futures after high school.

Women's Bureau Fact Sheets. Toronto: Ministry of Labour.

These fact sheets give up-to-date information about women in the Canadian work force, and information about day care, education, and careers.

Testing

Ahmann, J. S., and Glock, M. D. *Evaluating Pupil Growth*. Boston: Allyn & Bacon, 1963.

This book deals with testing in the following areas: evaluation in education; informal methods of evaluating achievement; characteristics of a good evaluation instrument; and evaluating pupil behaviour and improving learning.

Bauernfeind, R. *Building a School Testing Program*. Boston: Houghton Mifflin, 1963.

A useful guide for setting up a testing program in a school. Assistance is provided for testing mental ability, vocational aptitudes, vocational interests, and personality characteristics, and for using subject-matter achievement tests.

———. *School Testing Programs*. Boston: Houghton Mifflin, 1968.

Deals with the purposes of testing, sources of information about standardized tests, and the appropriate use of tests within the school.

Ontario Ministry of Education. *Evaluation of Student Achievement: A Resource Guide for Teachers*. Toronto: Ontario Ministry of Education, 1976.

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